DOCUMENT RESUME

ED 358 424 CS 011 320

AUTHOR Leach, Carol A.
TITLE The Effect of a Paired Reading Program on Reading Achievement and Attitude in a Third Grade Classroom.
PUB DATE 93
NOTE 82p.; Exit Project (Research in Reading), William Paterson College.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Grade 3; High Risk Students; *Instructional Effectiveness; *Peer Teaching; Primary Education; Reading Achievement; *Reading Attitudes; *Reading Instruction; Reading Strategies; *Tutoring
IDENTIFIERS California Test of Basic Skills; *Paired Reading

ABSTRACT

A study determined if a paired reading program had an effect on reading achievement and reading attitude of a selected group of 10 third graders. Student pairing was based on the results of a Student Attitude Survey which was one component of portfolio assessment. Within the survey, "at-risk" readers identified "more able" readers in the classroom. The "at-risk" and "more able" readers were paired as partners for a 16-week period, sharing and modeling reading strategies. The California Test of Basic Skills was used as a pre- and post-test to measure achievement. A pre- and post-attitude survey was administered to view changes in attitude toward reading. As for achievement, there were substantial gains for tutees. Results indicated that those tutees who entered third grade reading below grade level were reading at or above grade level. In two cases, posttest data showed evidence that tutees were reading at grade equivalents higher than that of their tutors. Results of the attitude survey reflect attitudes of the tutees to be more positive as a result of the program and very similar to that of their tutors. Findings suggest that a paired reading program is a manageable and effective classroom strategy that can be easily implemented to supplement varying teaching techniques. (Two tables and five figures of data are included; 41 references, the student attitude survey, a blank anecdotal record form, and a student-generated checklist are attached.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED358424

The Effect of a Paired Reading Program on Reading Achievement and Attitude in a Third Grade Classroom

Carol A. Leach
William Paterson College
Wayne, New Jersey

Spring 1993
CIRL 626 Research in Reading
Joan T. Feeley, Ph.D.

CS011320

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carol A. Leach
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Acknowledgements

I would like to thank Dr. Joan T. Feeley, William Paterson College, for her guidance and suggestions in the preparation of this study. Her support and advisement throughout my years at William Paterson College is greatly appreciated.

Additionally, I would like to acknowledge my colleagues in the Graduate Reading Program. Their dedication to the profession has often inspired me and added insight into my role as a teacher.

And finally, to my Third Grade class, a very special thanks, for sharing an unforgettable reading journey. Their curiosity, enthusiasm and love for reading gave a very special meaning to this study.

Abstract

The Effect of a Paired Reading Program on Reading Achievement and Attitude in a Third Grade Classroom

Carol Ann Leach

The purpose of this study was to determine if a paired reading program had an effect on reading achievement and reading attitude of a selected group of third graders. Student pairing was based on the results of a Student Attitude Survey which was one component of portfolio assessment. Within the survey, "at-risk" readers identified "more able" readers in the classroom. The "at-risk" and "more able" readers were paired as partners for a sixteen week period, sharing and modeling reading strategies. The California Test of Basic Skills was used as a pre- and post- test to measure achievement. A pre- and post- attitude survey was administered to view changes in attitude toward reading.

As for achievement, there were substantial gains for tutees. The results indicate that those tutees who entered third grade reading below grade level, are presently reading at or above present grade level. In two cases, post test data show evidence that tutees are presently reading at grade equivalents shown to be higher than that of their tutors.

Results of the attitude survey reflect attitudes of the tutees to be more positive as a result of the program and very similar to that of their tutors.

Recommendations are made to teachers who may be interested in implementing a paired reading program into their classroom

TABLE OF CONTENTS

CHAPTER ONE	**The Problem**	1
	Statement of the Problem	2
	Definitions	3
	Limitations	4
	Significance of the Study	6
CHAPTER TWO	**Review of the Literature**	8
	Historical Perspectives	8
	Peer Teaching: Students Helping Students	14
	Active Reading Engagement and Achievement	19
	Achievement and Attitude	21
	Conclusions	23
CHAPTER THREE	**Methods and Procedures**	27
	Setting	27
	Sample	29
	Instruments	31
	Procedures	35
	Collection of Data	40
CHAPTER FOUR	**Results**	41
	Reading Achievement	41
	Student Attitudes	47
	Anecdotal Records	52
	Discussion	54
CHAPTER FIVE	**Conclusions and Recommendations**	56
	Conclusions	56
	Recommendations	57
REFERENCES		61

LIST OF TABLES

Table 1 Profiles of Paired Readers 30

Table 2 Reading Attitude Survey Results 49

FIGURES Results in Achievemnt - Pre- and Post

Figure 1 - Pair A 42

Figure 2 - Pair E 43

Figure 3 - Pair C 44

Figure 4 - Pair B 45

Figure 5 - Pair D 46

APPENDICES

Appendix A Student Attitude Survey

Appendix B Anecdotal Records

Appendix C Student Generated Checklist

CHAPTER ONE

The Problem

Resourceful teachers are always looking for ways to expose students to opportunities which will enhance learning. Far too often, students within the classroom are untapped resources that teachers fail to recognize. Today, as teachers face critical classroom management problems including larger classes, less funding for remedial programs, more mandated federal and state programs, administrative paperwork, and educational, cultural and emotional diversity within the classroom, teachers are being forced to seek alternative methods to meet the needs of an ever changing student population. Peer tutoring may be one strategy which, when implemented, can provide an alternative solution to an already overburdened system.

My interest in peer tutoring evolved as a result of an interest in portfolio assessment as part of whole language implementation in the classroom. One of the components of the portfolio was a Student Attitude Survey which each student completed in the Fall. After reviewing these surveys, I began to see a pattern develop for my "at-risk" readers. Each of these students perceived themselves as poor readers and generally did not enjoy reading. Yet they were not only able to identify good readers in the class, but they could also explain what these "good readers" did to make them good readers. I began to wonder about what would happen if I paired the "at-risk" reader with the individually identified "more-able" reader.

Statement of the Problem

This project was designed to view the impact of paired reading on student achievement, and attitudes toward reading. The question developed for study was whether paired reading was an effective

strategy which could be easily implemented within classroom instruction. If so, how would a paired reading strategy affect the reading achievement and attitudes of five selected students in an urban/suburban third grade. Specifically, I am seeking to answer:

Will reading attitudes become more positive as a result of paired reading?

Will reading achievement increase?

Definitions

Assessment - Evaluation of student progress toward achieving goals and outcomes of instruction.

Attitude - Self-perception of student as to his competency and preferences in reading.

Peer Tutoring - A more able child helping a less able child in

a cooperative working pair. For the purposes of this project, it is limited to paired reading as part of regular classroom instruction.

Portfolio - Folder in which the results of various assessments are organized for the purpose of evaluation

Tutee - At-risk reading student identified through self-evaluation of reading attitude survey. Recipient of assistance from tutor during paired classroom reading.

Tutor - Same age peer offering support and reinforcement to learning partner. Identified by tutee as a more able reader within the classroom.

Limitations

This study has limitations that may or may not affect the

validity and reliability of the results.

Although the final surveys are anonymous, the responses may be biased because of the respondents desire to supply information which might reflect this researcher's opinion (Kamil, Langer, & Shanahan, 1985).

The sample is small (only ten children) which limits the generalizability. Also, generalizations of the findings can only be made to populations which are similar to the one from which this sample has been drawn.

In addition to regular classroom instruction, three of the participants also receive Chapter I Reading instruction for sixty minutes each week. This pullout program may or may not affect results in achievement.

The attitude survey was teacher-made,, for purposes of portfolio assessment. It did not have previously established validity or reliability.

Significance of the Study

This paired reading project emerged as an outgrowth of an attitude survey which was completed by each of my third grade students, and which was to be included in their portfolios. When I noted that a similar attitude pattern emerged among the poorer readers in the class as result of the survey, I planned to group readers as paired learning partners. This approach developed from a need to provide for these students a reading program which would allow students increased time in active reading engagement and immediate feedback for the "at - risk" reader. Additionally, my intention was to have more able readers modeling successful reading strategies for the"at-risk"reading partner.

This project would be of significance to teachers planning to initiate a paired reading program as a classroom instructional

strategy. It would be of particular interest to teachers who notice "at-risk" readers spending considerable amounts of "down-time" as passive observers during independent reading or cooperative group activities.

Of possible interest to teachers, and included in this project, are instruments for the identification and assessment of students, suggestions for implementation of a paired-reading program and a description of literacy learning methods used in a third grade classroom.

CHAPTER 2

Review of Literature

This project examines peer teaching in language arts and its affects on achievement and attitude. I will begin with a review of the literature describing the historical perspectives of peer tutoring, the effectiveness of the peer tutoring process and links to student achievement and attitude.

Historical Perspectives

Helping relationships between students have been utilized by teachers for centuries and can be traced back to the first century.

Since that time, peer tutoring has alternately wavered between obscurity and resurgence. During the last two decades, once again educators in the United States have promoted the use of peer teaching.

The one room schoolhouses of the late nineteenth and early twentieth centuries depended on students helping other students. Thelen (1969) points out that this idea is hardly new. "Friends have always done some homework together ....The 'little red school house,' in which six to twenty students of all ages studied in one room presided over by a single teacher, relied heavily on students learning from each other - if only by eavesdropping on each other's recitations " (p.189). However, the one-room school did not receive any attention in the educational literature until the 1930's. Although peer teaching was considered to be a valuable teaching tool, it did not seem to merit professional attention.

From 1900 to 1960 there was little mention of peer tutoring. Post war mobile populations resulted in diverse classroom situations, resulting in the need for new educational methods, teaching techniques, instructional materials and support materials. The plight of urban education helped to further the need for volunteer tutors and paraprofessionals. It was at this time that peer tutoring became more widespread and researched.

The need for more individual help for students continued to grow, and the decades of the '70s and '80s demanded of the teacher more individualized work with students of diverse ability and needs. teaching became more complex and more time was needed to tend to administrative, non-instructional functions of accountability (McAllister,1990).

Reviewing some of the studies applied to peer tutoring revealed common advantages for both tutor and tutee. Thelen (1976) noted that

the tutor can develop academic skills or knowledge while teaching others. "Students learning through helping each other is a very promising alternative to learning through competing with each other " (p.229).

Johnson and Johnson (1974) have also addressed the issue of competition versus cooperation in learning. Their research has shown that cooperation leads to respect for individual differences, effective communication between students, cognitive development and the elimination of feelings of failure.

Their discussion of goal structures can also be viewed as reasons for peer teaching. They concluded that peer teaching is effective for students who do not respond well to adults. A bond of friendship can develop between tutor and tutee which can be important to the integration of the slow learner into the class. Peer teaching can also take pressure off the teacher by allowing her more time to meet classroom needs, while insuring individual

attention for the slow learner (Johnson & Johnson, 1975).

Trovato and Bucher (1980) studied peer teaching in a corrective reading program using second and fourth grade subjects. According to their research," both reading and comprehension were significantly increased by peer tutoring, relative to the control group " (p.129).

After reviewing literature on tutoring, Lewis (1979) pointed out contradictions on the benefits to the tutor. While some studies showed increases in the academic achievement for tutees, others did not show a difference in achievement as a result of the achievement. He cautioned that " ... one needs to be careful about the types of tutoring treatments given, the duration of tutoring sessions, and the availability of control groups for comparisons " (p.42).

Devin-Sheehan, Feldman, and Allen (1976) as a result of research

review on peer teaching concluded that several different kinds of tutoring programs can effectively improve academic performance of tutees and, in some cases, that of tutors as well. Regardless of whether or not the tutee improved in the tutoring situation, they suggested that a broad range of students may benefit from acting in the role of tutor.

Dillner (cited in Wagner,1982) also examined the effects of tutoring on the tutor. Her results showed not only positive attitude changes in tutors, but gains in reading scores, improvement in language skills, interest in subject matter, and better grades. She concluded that tutors were successful in spite of the conditions in which they tutored.

Allen and Boraks (1978) developed the 'Reciprocal Peer Tutoring' program in which children of the same-age and similar ability were paired as tutoring teams. They were taught teaching behaviors, and

alternated as tutor and tutee. The results of this study indicated that elementary school children, who needed remedial reading were able to benefit from same-age peer tutoring.

Additional studies conducted by Elliott (1977) and supported by the work of Hayes (1978) found that peer teaching allowed tutees the opportunity to have individual needs met while increasing academic achievement and self esteem.

Peer Teaching: Students Helping Students

McAllister (1990) defines peer teaching as a process by which one pupil with minimal training, but adequate competence, and under a teacher's guidance, helps one or more students learn a skill or concept. The value of extra reading practice for at-risk readers is obvious, but concern for the impact on the student tutor causes anxiety on the part of some teachers. Research reviews on the effect

of peer tutoring on the tutor finds that the tutor accelerates at least as much, if not more than, the tutees (Sharpley and Sharpley, 1981)

Research from Johns Hopkins University (Slavin, 1987) examines how peer teaching can be used during reading instruction within a basal program. The program, known as Cooperative Integrated Reading and Composition (CIRC) focused on third and fourth-graders working in heterogeneous groups for language arts, reading and writing. Components of the program featured initial teacher instruction, team activities, paired reading, and a writing-as-process approach with peer response groups. Results from the 11 experimental and 10 control classes yielded significant achievement in growth in favor of the experimental classes in reading. Vocabulary, comprehension, language expression, oral reading, spelling and writing showed significant gains. Peer involvement as part of regular classroom instruction has proved to increase student achievement in all facets

of language development within young elementary students.

Student achievement as measured on tests, student attitudes toward subject matter being studied and effects on self-concept were the subject of an analysis conducted by Cohen, Kulik and Kulik (1982). Forty-five of the fifty-two studies that dealt with student achievement reported finding that students who were tutored performed better than students in a conventional classroom. In all eight studies that dealt with student attitude toward subject matter being taught, it was found that student attitudes were more positive in classrooms with tutoring programs than in classrooms without them. Nine studies reported the effect of tutoring on tutee's self-esteem. Of those, seven found more favorable self-concepts in students being tutored than in students conventionally treated.

In general, reviews conclude that academic gains are reported for well structured tutoring programs. However, Kalfus (1984)

concluded that even unstructured tutoring programs were more effective than independent seatwork, but agreed that structured programs probably promote greater academic gain. Gerber and Kaufman (1981) noted , "...peer tutoring may be at least as effective as teacher led instruction under certain conditions, and that peer tutoring as a supplement to teaching may be better than teaching alone (p.160).

Hendrickson (1981) investigated a peer tutoring format, using same age, similar skill tutors, within a county, using 2,386 significantly underachieving students in grades 1 through 9. Curricular areas were limited to reading and math. During both years of the study, achievement reached an average of one and one-half that of the nationally expected score. It was shown to be particularly beneficial to low achieving students.

A paired repeated reading program to develop fluent readers was

developed by Koskinen and Blum (1986). The structured strategy used repeated paired reading techniques with students alternating the roles of readers and listeners. Results found paired repeated reading to be an effective and practical alternative to traditional classroom instruction. Students and teachers found it to be easy to learn and manage. More importantly, below average readers who used the strategy showed considerable improvement in fluency, word recognition and comprehension.

In New Zealand, Limbrick, McNaughton, and Cameron (cited in Topping, 1989) reported in an experimental study that tutees made gains of at least 6 months in reading age over 6-10 weeks of tutoring, twice as much as other at risk readers within the same classroom who did not receive tutoring. Tutors also showed gains between 4 and 24 months, comparable to those of the tutees. Peer tutored Paired Reading also served to ensure that extra time allocated for reading actually resulted in extra time engaged in

reading.

Active Reading Engagement and Achievement

The amount of time that "at-risk" readers spend in active reading engagement has long been the topic of substantial research. McDermott (1977) found that poor readers spend less time reading in the classroom than good readers and interaction between the teacher and readers seemed to favor the good readers. Good and Brophy (as cited in Allington, 1990) suggest that low achievement readers typically receive fewer opportunities to read than high achieving readers. After reviewing the research, Allington (1980) concluded that poor readers do not complete equivalent amounts of reading in context and have few opportunities for silent reading, therefore, reading opportunities must increase for additional reading

experiences. The learning rate of poor readers will never equal that of better readers if the poor readers proceed at half the pace. According to Allington, the means to this end is of less concern and therefore, suggests to this writer, that paired reading may be one method to achieve this goal.

Graden, Yhurlow, & Yseldyke (1983) found that, on the average, students spend only 10 minutes per day in silent reading and less than one minute per day reading aloud. Hall, Delquadri, Greenwood, and Thurston (1982) reported an average of only 4 minutes of oral reading per day and 11 minutes of silent reading for 12 elementary students. Leinhardt, Zigmond & Cooley (1981) suggest that changing the instructional environment to increase individual reading as little as 5 to 10 minutes per day, will increase achievement. They report that an average of one minute per day of silent reading would increase posttest scores by 1 point; an increase of 5 minutes per day would result in a one month gain (grade-equivalent scale) of

additional reading achievement. Peer tutoring has been suggested as one way to increase reading time on task and interactive instruction which can lead to increased achievement (Hall et al.,1982) (Searles, Lewis, and Morrow, 1982).

Attitude and Achievement

For many years, children's attitudes toward reading have taken aa back seat to reading achievement. However, now researchers find that developing attitudes and positive self-concepts can be the most important part of a students reading program (Gipe, 1987).

Despite the seemingly importance of how attitudes toward reading affect achievement in reading, relatively little substantive research has been conducted (Alexander and Filler,1976 ;Summers, 1976). The difficulty in attitude measurement rest in the very

nature of attitude itself. Estes and Vaughan (1985) admit that " even among those who would wish to do so, few people really believe that attitudes can be measured" (p. 64). Teale (1983) concurs that attitudes cannot be easily measured, but can only be inferred. Recent efforts to create an attitude survey which allows teachers to estimate attitude levels with a measure of reliability have been created by McKenna and Kear (1990).

Early research indicates that the attitude toward reading is related to reading achievement. Hall (1978) suggests that when achievement improves, attitude often improves, and when attitude improves, achievement often improves. A determination of which factor influences the other was not made. However, a relationship between attitude and achievement was clearly established. Davis (1978) found that attitudes toward reading become more positive when achievement improves and that attitudes are more directly related to achievement rather than to ability as determined by IQ.

Bloom (1984) reported the advantages of tutoring. He cited the importance of reinforcers to improve self-esteem in a learning situation. Reinforcers can include one's peers. He found that the average tutored student outperformed students in the control group. He also found that student attitude and interests were positively influenced by the peer tutoring process.

Conclusions

Peer tutoring has been a topic studied by researchers for decades. As a result, a considerable consensus has emerged. Since achievement is a primary goal of education, almost all studies measure achievement as related to peer tutoring. In general, research cited in this review has found an increase in academic

achievement when peer tutoring is used at both elementary and secondary levels.

Other studies focused on the attitudes of students within the peer tutoring situation. Again, most resulted in more positive attitudes by both the tutor and tutee toward subject matter. The confidence that students begin to feel within the peer tutoring relationship is often incalculable, which, ironically, is the most difficult and sometimes impossible to measure. The tutor gains confidence that he is performing a worthwhile task, while the tutee is enmeshed in the learning process in a non-threatening relationship. Students begin to understand the necessity of individual contributions to attain a group goal, making motivation to achieve a strong component of peer tutoring.

In addition to increased academic achievement, more positive attitudes toward subject matter, Webb (1987) also identified more

subtle advantages of peer tutoring. He concluded that the experience could also foster cross-cultural and interracial awareness. It also gave teachers opportunities for flexibility and enabled them to target their efforts toward individual needs of students.

Teacher concern for utilization of time within the classroom is the focus of this research. Peer tutoring enables students to draw upon one another's expertise to solve this kind of problem. Students receive immediate feedback within the peer tutoring situation and therefore, increased amounts of time spent on task may result in improved grades. Many tasks are peer directed activities and children begin to assume responsibility for their own learning. They therefore become more self-directed.

Many researchers urge continued studies be conducted in the area of peer tutoring and its implications to the teaching process.

Bossert (1989) suggested that research be continued to test the limits of peer tutoring and to broaden our understanding of why and how it produces it various effects. He maintains that what we already know is more than enough to justify the use of peer tutoring.

Chapter Three

Methods and Procedures

A review of the literature which portrays paired reading as an instructional strategy, provided insight to this writer in planning a program for implementation of paired reading into a third grade elementary classroom. Paired reading will be used in an effort to increase reading achievement and improve reading attitudes of five selected pairs of students.

Setting

The Passaic County city of Clifton, New Jersey is located thirteen miles west of New York City and covers an area of 11.75 square miles. Clifton has a population of approximately 77,000.

Clifton's 13 neighborhood elementary schools serve 3,064 pupils from K through 5. The schools range in enrollment from 130 children in School Four to 420 in School Twelve. Students go on to the Christopher Columbus or Woodrow Wilson Middle Schools (6-8) and then to Clifton High School which has 2,100 students. Class size varies throughout the district, but the average size is 22. The present student population is 7,198 students.

Clifton is a very diversified type of community. It can be described as an urban-suburban city with a range of neighborhood styles. For many years Clifton had been predominately a White-middle-class community. In recent years, Clifton has become a more racially and ethnically mixed town. Different schools have had an influx of many diverse cultures including Arabic, Polish, Spanish and Asian.

Sample

School Four is a small neighborhood K-5 school in Clifton, N.J., consisting of one class per grade, with a total school population of 121 students. The participants in this study were drawn from the 21 third grade students. Five girls and five boys served in tutor/tutee roles. Student pairing was determined by the free response portion of the Student Attitude Survey. In that portion of the survey, students identified classmates that they considered to be "good readers." Reading ability was based on CTBS total reading stanines from the previous year. Table 1 profiles the paired partners.

Table 1

Learning Pairs	Sex	Reading Ability - Stanine	
Tutor A	F	High	7
Tutee A	F	Average	5
Tutor B	F	Average	5
Tutee B	F	Low Average	4
Tutor C	M	Average	5
Tutee C	M	Low	3
Tutor D	M	High Average	6
Tutee D	M	Low Average	4
Tutor E	F	High Average	6
Tutee E	M	Average	5

Instruments

The Comprehensive Test of Basic Skills will be used to measure reading achievement. This standardized test is administered to all students each Spring. Test results from the second grade will be compared to those of third grade. The total reading results will yield pre- and post- data for the selected reading pairs. Additionally, a Student Attitude Survey was administered to the students in the Fall and at the conclusion of the sixteen week program. Anecdotal records and student response logs were referred to for supporting documentation.

Comprehensive Test of Basic Skills, Fourth Edition - (CTBS/4)

This test is intended to sample various skills represented in

the domains of the curriculum so that inferences can be made about overall achievement in those domains. The Kuder-Richardson formula 20 (KR 20) was applied to the CTBS/4 to measure internal consistency.. The formula provides a reliability estimate that equals the average of all split-half coefficient that would be obtained on all possible divisions of the test into halves. Such a split -half coefficient would be obtained by correlating one half of the test with the other half and then adjusting the correlation by the Spearman-Brown formula so that it applies to the whole test.

Content validity of the CTBS/4 is checked by comparing the content descriptions and the test items to particular curriculum objectives. Standardization took place in the Spring and Fall of 1988, using stratified random sampling procedures.

Attitude Survey

The teacher-made attitude survey consisted of twenty questions

which were answered by all third grade students. The questions were designed to sample reading attitudes of the students in the areas of independent reading preferences, reading done in school and self-perception of the student as a reader. Participants responded on a five point scale (5 = strongly agreeing with the statement, 1 = strongly disagreeing with the statement). Additionally, students were asked to answer two questions concerning reading strategies and identification of " good readers" in the class. (See Appendix A).

Anecdotal Records

Throughout the paired reading program, teacher observations were kept for the purpose of recording the interaction between tutor and tutee. Formal observations were made on an average of three times a week. During this time, this writer would sit with the paired readers, listening to oral reading or post reading discussion and

recording observations. Of particular interest at this time, was the way in which assistance was given to the "at-risk" reader, and how that help was received by the tutee (Appendix B). Informal observations were also recorded throughout the day which noted interactions between tutor and tutee in various learning situations.

Response Logs

Each child maintained a dated response log in which a daily response to literature was kept. The content was in the form of free-response or teacher-directed response to daily readings. The logs were initiated approximately sixteen weeks before the paired reading program began. At this time, responses were made individually and without partner discussion. The children continued to respond for the sixteen weeks of the program. During this period the students would " Read - Reflect - Respond - Review" with partner input.

Procedures

Background

Prior to the paired reading project, the third grade class was organized into cooperative groups of students, ranging in number from four to five. Cross- grade teacher articulation was an important component of the whole language program. Successful strategies from previous years, such as cooperative grouping, were generally continued and extended the following year. Student portfolios continued to be developed with new features added in the third grade. In addition to samples of work, now children were adding attitude surveys, self-evaluations, peer evaluations, taped readings and reading logs to their portfolios in an effort to move toward more authentic assessment.

In the Fall, a Needs Assessment was developed for the class, which was based on the previous year's CTBS scores. It was one method which the district required, to identify "at- risk" students in various areas of the curriculum, including reading.

Informal classroom observations of the "at-risk" readers began in October. While they appeared to be involved within the cooperative groups, at times they were quite content to let others do the work. Applying specific cooperative learning techniques eased the problem in most areas of the curriculum. During reading, however, they were easily distracted and found it difficult to stay on task.

At this same time, attitude surveys were completed by all the students in the class. Results from the survey indicated that five students in the class perceived themselves as poor readers. Of that

number, four had been previously identified as "at-risk" in the Needs Assessment. They were also able to name "more-able" readers in the class, and describe why they were better readers.

It was at this point that the idea for pairing students as learning partners began to develop. My initial purpose was to increase the amount of time the students spent in active reading engagement while allowing the students to benefit from a mixed-ability grouping amd immediate positive feedbaack.

Getting Started

Each of the five "at-risk" students was paired with one of the "more-able" readers from the attitude survey. The remainder of the students were randomly paired. Students did not associate the attitude survey results with the pairing.

Reading instruction for the year focused on five novels, as well as poetry, author and genre studies. Students also participated in DEAR time on a daily basis and a media center period once a week.

Students were paired as learning partners during the classroom reading blocks of time. Daily reading generally followed the same format. Warm-up practices included journal writing and poetry. Specific skill instruction might be included at this time in the form of teacher-directed mini-lessons. Journal sharing and a teacher read-a-loud would follow.

Paired reading partners would then "buddy-up" to begin work on a daily assignment. When partners orally read to each other, they were encouraged to help each other as necessary. They shared different reading strategies and then discussed the chapter freely or using guidelines which I would outline on chart paper. Each

student individually responded to the chapter in a response log. Later, this log was shared with the learning partner and ultimately with the class.

My observations were kept in the form of anecdotal records. I moved from pair to pair listening, observing and modeling different ways for students to be of assistance to each other.

About four weeks into the program, a discussion about various reading strategies used by the students, led to the development of the student generated checklist. It is used on a weekly basis allowing the learning partners to share positive comments with each other (Appendix C).

Students also evaluated their own progress at the conclusion of each novel. These self- evaluations as well as the checklists were kept in each student's portfolio.

Collection of Data

At the conclusion of a sixteen week period, the CTBS test was administered. Growth was assessed in terms of Grade Equivalents and Stanines for students paired with partners in this study. Students completed a post-attitude survey and changes in attitudes were evaluated. The results were reported through tables and narratives to answer the questions raised in Chapter 1: Will reading attitudes become more positive as a result of paired reading? Will reading achievement increase?

Chapter Four

Results

To determine whether or not a paired reading program in third grade had an effect on student achievement and attitudes, five tutor - tutee sets were tracked over one school year. In an effort to measure reading achievement and growth, the total reading scores of the subjects on the CTBS, given in March of third grade, were compared to the results of the second grade test. A pre- and post Student Attitude Survey was administered to view changes in attitude toward reading. Anecdotal records and reading response logs completed during the sixteen week program were used as additional evaluative data.

Reading Achievement

. For the ten students who participated in the program, the results of both their second and third grade CTBS total reading grade equivalents were used as a basis for comparison. Vocabulary and reading comprehension subtests combined to form the total

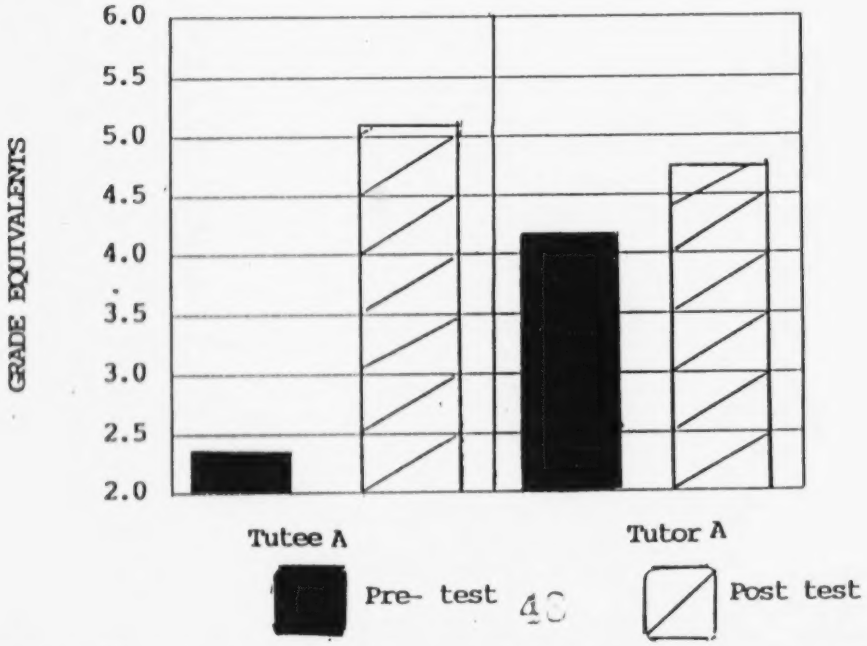
reading score.

The comparisons which measure reading achievement and growth patterns of the five reading pairs are shown in Figures 1 through 5.

Figure 1 shows that Tutee A, who had initially been reading at about a 2.5 level in March, was now reading at about a 5.0 level. This Tutee made much greater growth than did the Tutor, who went from 4.0 to 4.8. In fact, the Tutee surpassed the Tutor by about 4 months.

FIGURE 1

BAR GRAPH OF CTBS TOTAL READING SCORES
PRE- AND POST TEST COMPARISONS



A similar growth pattern emerged for pair E as shown in Figure 2 of the study. The reading level of the Tutee increased from a pre-test score of about a 3.1 in March, to about a 5.1 post test result. Again, the Tutee surpassed the Tutor, whose reading scores went from 3.6 to 4.8. Reading levels differed by about 3 months at the end of the program.

FIGURE 2.

BAR GRAPH OF CTBS TOTAL READING SCORES

PRE- AND POST TEST COMPARISONS

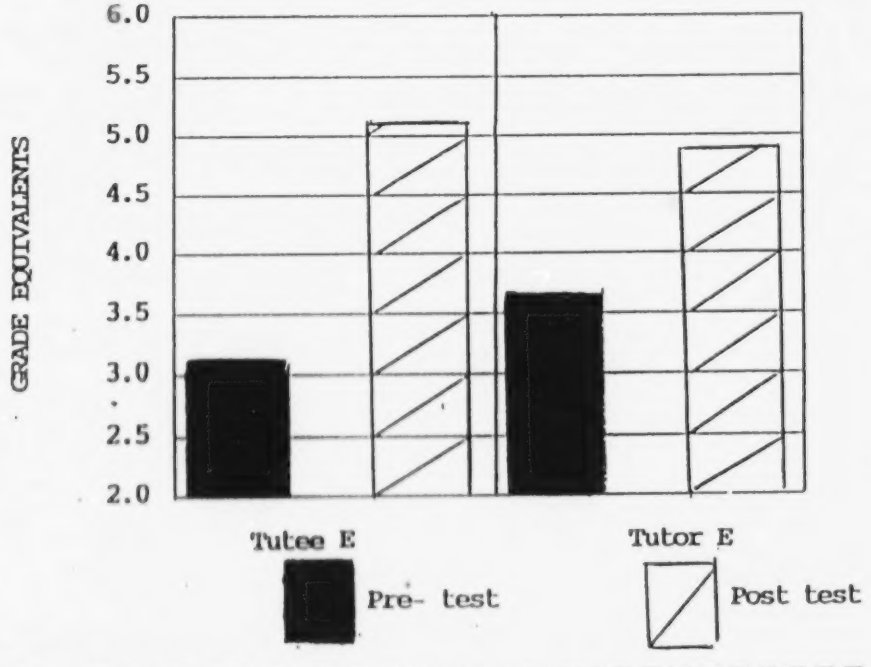
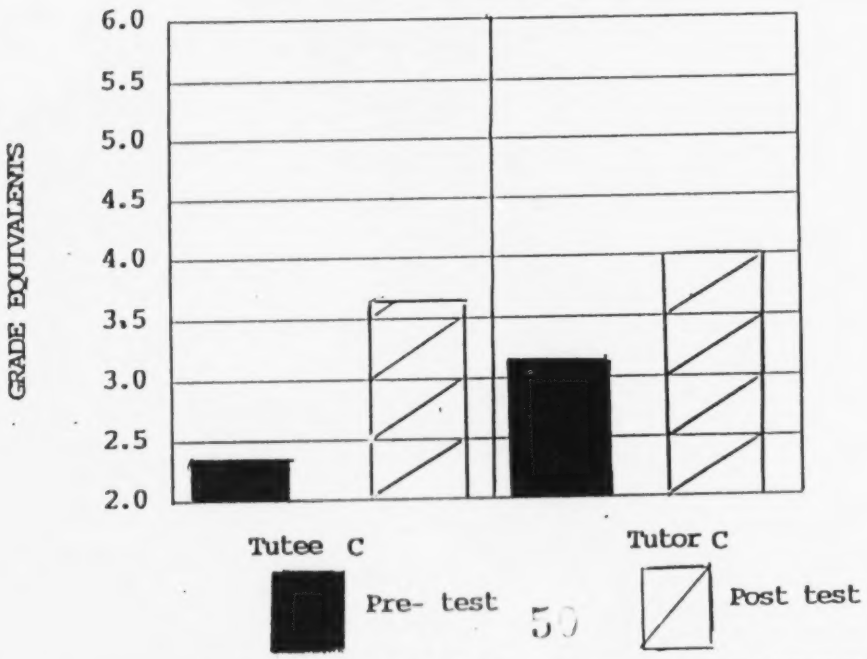


Figure 3 shows that both Tutor and Tutee in pair C had the lowest pre-test reading scores of all the subjects in the study. Post-test scores indicate that reading achievement for Tutee C increased from 2.4 to 3.6, and for Tutor C, from 3.1 to 4.0. Growth for the Tutee was about 1.2, and for the Tutor about .9. While the Tutee did not surpass the Tutor in this pair, greater growth was indicated for the Tutee, and at the conclusion of the program this pair was also reading at about a 4 month range difference.

FIGURE 3

BAR GRAPH OF CTBS TOTAL READING SCORES

PRE- AND POST TEST COMPARISONS



A similar pattern of reading growth emerges for both Tutor and Tutee in Figure 4 reults for pair B. Tutee B increased from about 3.1 to 4.1, while Tutor B showed an increase of 4.7 to 5.7. Both Tutor and Tutee had gains of about 1.0 years.

FIGURE 4

BAR GRAPH OF CTBS TOTAL READING SCORES
PRE- AND POST TEST COMPARISONS

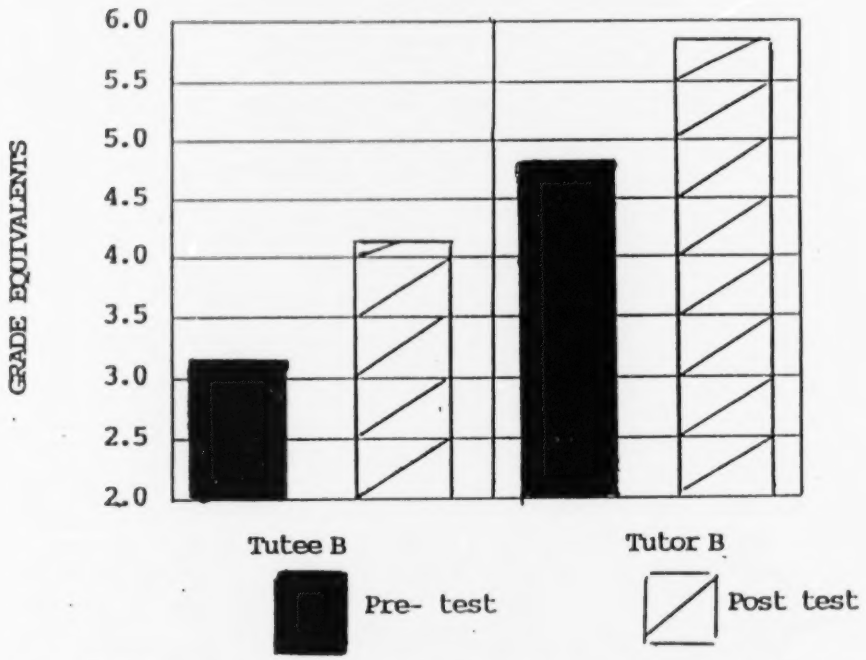
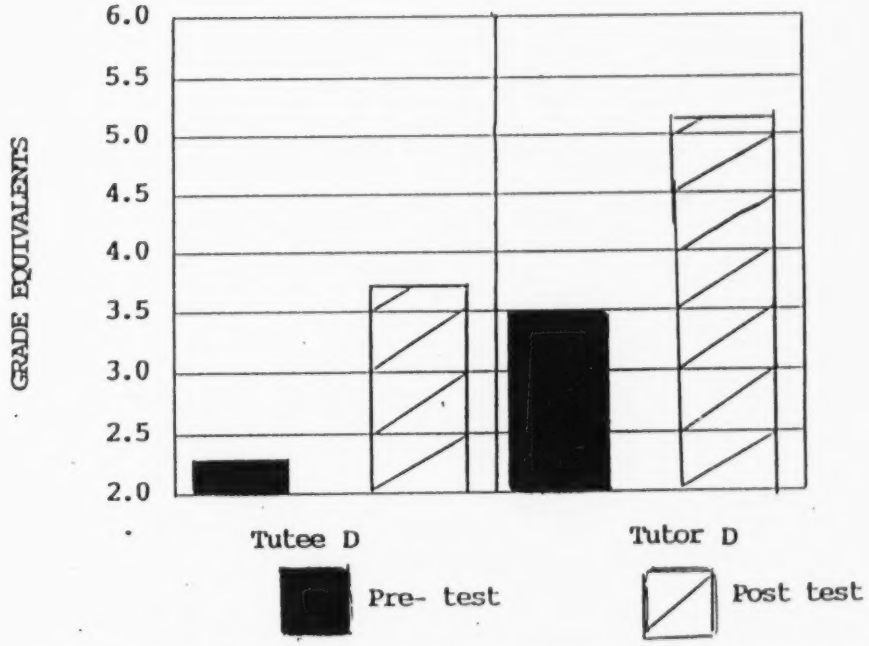


Figure 5 shows results for pair D. Again, both Tutor and Tutee have similar growth pattern. Reading results show an increase from 2.2 to 3.7 with a gain of 1.5 for Tutee D, while Tutor D increased from 3.5 to 5.1, indicating a gain of 1.6.

FIGURE 5

BAR GRAPH OF CTBS TOTAL READING SCORES

PRE- AND POST TEST COMPARISONS



Results in achievement show substantial gains for tutees in the paired reading program. For those tutees who entered third grade reading below grade level, the results indicate that they are presently reading at or above their present grade level. In two cases, post test data shows evidence that tutees are presently reading at grade equivalents shown to be higher than that of their tutors. Similar patterns of growth emerge for the remaining pairs. All post test grade equivalents for tutors indicate gains in reading achievement.

Student Attitudes

In an effort to measure student attitudes toward reading, a pre- and post- attitude survey, developed by this researcher, was administered to the entire third grade class, as part of portfolio assessment. Even though the surveys were anonymous, students filed them in individual portfolios which allowed this researcher the

opportunity to tally results. Anonymity was used in an effort to eliminate responses made to please the teacher. Students responded to twenty questions surveying independent and school reading preferences on a five point scale (5 = strongly agreeing with statement; 1 = strongly disagreeing with statement). The post survey also asked students to freely respond to personal "likes " and "dislikes" of the paired reading program.

Table 2 shows the results. On the pre- survey, the tutees' scores ranged from 52 to 69, while on the post- survey scores ranged form 76 to 85. All post- results indicate large gains (15 to 24 points). As for the tutors, pre-test scores were generally high, and therefore, differences in pre- and post- survey scores were not as evident. Post- test scores are, however, quite similar to those of tutees, ranging from 72 to 85.

TABLE 2

STUDENT ATTITUDE SURVEY

PRE- AND POST SURVEY RESULTS

Possible Score = 100

TUTEES

	PRE-	POST	DIFFERENCE
A	63	78	+15
B	62	80	+18
C	58	78	+20
D	52	76	+24
E	69	85	+16

TUTORS

	PRE-	POST	DIFFERENCE
A	81	81	+0
B	75	78	+3
C	77	80	+3
D	79	85	+6
E	64	72	+8

The results of the attitude survey were difficult to determine because of individual student interpretation of some questions. This researcher did not anticipate the problem with three of the questions in the post- survey, because they did not surface during the pre- survey.

After the surveys were collected and tallied, one student explained that even though he wanted to read at home to his family, they didn't have time to listen, which made him "feel bad." Therefore, he circled the "sad face" on the survey.

A tutee noted that in the beginning of the year, she thought that being able to sound out words indicated that a person was a good reader. Therefore, she circled the "happy face" (5) on the pre- test. The tutee also noted that her tutor could not always sound out all of the words when reading, and yet was a very good reader, so the tutee circled the "sad face." The importance of sounding out every word had changed to a more positive attitude, and yet it was portrayed negatively on the survey.

Finally, one tutor responded to the question: " I would like to be a better reader " by circling the sad face. When asked about the response, the tutor replied: " I think I'm a great reader already!" Again, the positive attitude reflected a negative rating.

The resulting tallies do not take into consideration student interpretation of the questions. They are the actual results obtained from the surveys. While indications of more positive attitudes emerge in both tutor and tutee as a result of the paired reading program, the exact range of the change is uncertain. However, it is evident that more positive feelings emerged as a result of the program because the range of both tutor and tutee were quite similar as indicated in post- survey results.

Anecdotal Records

Observations noted during the paired program were recorded on a regular basis. A review of those observations indicate that the paired program was a workable strategy for classroom reading.

Strategies modeled by the teacher were initially an important component of the program. THat teacher role was eventually minimized as students accepted alternating responsibilities of tutor and tutee. It should be noted that for the purposes of the study, this researcher assigned roles to the students. However, the students were unaware of those roles and only knew that they were learning partners. During one of the daily observations, this researcher noted in the anecdotal records that the tutee helped the tutor with the pronunciation and meaning of the word 'Chow Mein' because "my family always eats Chinese Food and I know the word from the menu!"

When the students were initially paired with a partner, this researcher believed that more gain would result when the poorest readers were paired with the high ability readers. Observations indicated that the "high readers" had more difficulty sharing reading strategies. Reading seemed to be a more natural process for them. They were not consciously aware of various reading strategies that they used. Therefore, they were not as able to talk with the tutee about the strategies as this researcher had anticipated. Partners who were of closer ability range and who were identified as average readers were more actively engaged in the text. The exchange of ideas, coaching and encouragement were more obvious with these pairs.

Partners seemed very comfortable working together. Anecdotal records trace patterns of "at - risk" students gradually building confidence in their reading ability and beginning to assume responsibility for their own learning. Partners seemed very comfortable working together and welcomed opportunities to practice

reading and writing with a trusted buddy. Subtle extensions of paired reading spread to other subject areas, DEAR time, and Media Center classes, when students freely chose their partners to work with.

Discussion

The paired reading program in third grade has positively impacted on the students in the class. In general, the children enjoyed working with a partner, and had more frequent extended opportunities to read, which made them all better readers (Allington, 1980). They didn't hesitate to ask each other for help and seemed to be actively engaged in their own learning. The paired program set the tone for a collaborative learning atmosphere. More positive, accepting, and supporting relationships continued to develop throughout the program. This is consistent with the findings of the Johnsons (1974, 1975).

The research cited in this review found increases in academic

achievement as a result of peer tutoring for both tutor and tutee. The results of this program support the need for similar research and suggest that improvement may be linked to more positive attitudes toward reading (Gipe, 1987) as well as more time spent in reading. It was apparent through pre- and post- test comparisons of the attitude survey as well as anecdotal records that more positive attitudes have developed as a result of the program. (Estes and Vaughan, 1985).

CHAPTER FIVE

Conclusions and Recommendations

Throughout the sixteen weeks of this program, ten third grade students participated in a paired reading program in an effort to determine if such a method would improve both student attitudes toward reading and reading achievement. Data from CTBS tests and Student Attitude Surveys were collected and compared using pre- and post- test graphs and tables to present results. Anecdotal records were also used as additional evaluative measures to support test/survey results.

Conclusions

Results from the Student Attitude Survey indicated that attitudes toward reading had improved for both tutee and tutor. However, difficulty in interpretation of the survey by the students

may account for some discrepancy in the extent of attitude changes for some of the students. Anecdotal records based on teacher observations and student self-evaluations mirrored positive attitudinal changes. Students were observed reading more frequently, discussing books and authors, and working intently with their learning partners to meet a common reading goal.

Reading achievement and growth as measured on the CTBS resulted in gains for both tutee and tutor. While growth patterns were different for each pair of students, at the end of the program, all students were at or above grade level, with the tutees generally making the greatest gains, sometimes surpassing scores of their tutors. The link between attitude and achievement was evident, but this researcher could not determine which factor influenced the other (Hall, 1978). Changes in both attitude and achievement seemed to develop concurrently and at a steady pace.

Recommendations

A paired reading program is a manageable classroom strategy that can be easily implemented to supplement varying teaching techniques. Teachers can feel confident that both tutors and tutees will benefit in terms of achievement and attitude.

As a result of paired reading, teachers may find that they have more available time to spend meeting the needs of diverse learners. Students will begin to assume responsibility for their own learning, relying on themselves or their partner whenever possible. Motivation becomes an intrinsic force.

While no special training is necessary to begin a program, teachers should be aware of student achievement levels and personalities before pairing students. It is this researcher's opinion that students worked better as partners if their ability levels weew not extremely disparate levels. For example, a tutee in the program commented that the tutor read too fast, and the tutee could not keep up with tutor sometimes.

Paired reading should not take the place of teacher instruction.

Mini-lessons can be a daily routine to address varying skills. Paired reading partners then have the opportunity to practice skills before meeting for large group sharing. The added confidence gained from this practice may be largely accountable for changes in attitude toward reading.

Initially, teachers will need to be prepared to model strategies which will be helpful to the learning partners. Gradually, this role will be diminished as students assume more responsibility for their own learning (Vygotsky, 1978).

Results in achievement show substantial gaings for tutees in the paired reading program. For those tutees who entered third grade below grade level, the results indicate that they are presently reading at or above their present grade level. In two cases, post-test data show evidence that tutees are presently reading at grade equivalents shown to be higher than that of their tutors.

Results of the attitude survey reflect attitudes of the tutees which are generally more positive as a result of the program and

quite similar to those of the tutors. The paired reading program seems to have improved both attitude and achievement for all participants. These are valued educational goals which cannot be overlooked if students are to experience success in schools.

REFERENCES

Alexander, J., & Filler, R. (1976). Attitudess and reading. Newark, De: International Reading Association.

Allen, A.R., Boraks, N. (1978). Peer Tutorig: Putting It to the Test. The Reading Teacher, 32, (December), 274.

Allington, R.L. (1980). Poor Readers Don't Get to Read Much in Reading Groups. Language Arts, 57, (8), 872 - 875.

Bergman, J.L. (1992). SAIL -- A way to success and independence for low achieving readers. The Reading Teacher, 45, (8), 598 - 602.

Bloom, B.S. (1976) Human Characteristics and School Learning. New York: McGraw-Hill.

Bloom, B.S. (1984). The Search for Methods of Group Instruction as Effective as one - to - one Tutoring. Educational Leadershhip, (May),, 4-17.

Boland-Willms,A. (1991). Improving the Reading Attitude of Early Primary Students Through Peer-Tutoring. Unpublished master's thesis, Nova University, Fort Lauderdale, FL.

Bossert, S.T. (1989). Cooperative Activities in the Classroom. Research in Education,, 15.

Cohen, P.A., Kulik, J.A., & Kulik, C.C. (1982). Educational Outcomes of Tutoring: A meta-analysis of findings. American Educational Research Journal, 19, 237 - 248.

Davis, P.M. (1978). An evaluation of journal published research on attitudes in reading. 1900-1977. Unpublished doctoral dissertation, University of Tennessee, Knoxville.

Estes, T.H., & Vaughan, J.L.,Jr. (1985). Measuring attitudes. In Reading and learning in the content classroom (2nd ed.) Newton: MA: Allyn & Bacon.

Gerber, M., & Kaufman, J.M.(1991). Peer tutoring in academic setting. In P. Strain ((Ed.), The utilization of peers as behavior change agents. New York: Plenum.

Hall, D.S. (1978) The relationship of reading attitudes to achievement,, sex, and social class among fifth grade pupils. Paper presented at the annual meeting of the International Reading Association, Houston, TX. (ERIC Document Reproduction Service No. ED 158 252).

Heath, S.B., Mangiola, L. (1991). Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms. Washington, D.C.: National Education Association.

Hiebert, E.H. (1980). Peers as Reading Teachers. Language Arts, 57: 877-81.

Hilke, V.E. (1990). Cooperative Learning. Phi Delta Kappa. 229.

Johnson, D.W., Johnson, R.T. (1974). Instructional Goal Structure: Cooperative, Competitive, or Individualistic. Review of Educational Research, 44 (Spring).

Johnson, D.W., Johnson,R.T. (1975). Learning Together and Alone. N.J.: Prentice-Hall.

Kalfus, G.R. (1984). Peer Mediated Intervention: A critical review. Child and Family Therapy, 6, 17 - 43.

Kameenui, E.J. (1993). Diverse Learners and the Tyranny of Time: Don't fix blame; fix the leaky roof. The Reading Teacher, 46 (5), 376 - 393.

Koskinen, P.S., Blum, I.H. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. The Reading Teacher, 40, (October), 70 - 75.

Land, W.A. (1983). Student Achievement and Self-Concept as Reviewed in Selected Literature. Paper presented at the Annual Conference of the Mid-South Educational Research Association, New Orleans, La.

Lewis, J.M. (1979). Analysis of the Tutoring Variable in Individualized Instruction. Educational Technology, 19, (March), 42.

McAllister, E. (1990). Peer Teaching and Collaborative Learning in the Language Arts. Indiana:EDINFO.

McDermott, R.P. (1977). Social Relations as Contexts for Learning in School. Harvard Educational Review, 47, 193 - 213.

McKenna, M.C., Kear, D.J. (1991). Measuring attitude toward reading: A new tool for teachers. The Reading Teacher, 43, 626 - 639.

Myrick, R.D., Bowman, R.P. (1981). Children Helping Children: Teaching Students to Become Friendly Helpers. Minnesota: Educational Media Corporation.

Sharpley, A.M., Sharply, C.P. (1981). Peer Tutoring -- A Review of the Literature. Collected Original Resources in Education, 5, (3), 7 -11.

Sheehan, L.D., Feldman, R.S., & Allen, V.L. (1976). Reseaarch on Children Tutoring: A Critical Review. Review of Education Research, 46, (December), 274.

Slavin, R.R. (1987). Cooperative Learning and the Cooperative School. Educational Leadership, 45, 7 - 13.

Summers, E.G. (1976). A review of research and bibliography on published attitudinal instruments in reading. Paper presented at the annual meeting of the International Reading Association, Anaheim, CA. (ERIC Document Reproduction service No. ED 123 558).

Teale, W. (1983). Assessing attitudes toward reading: Why and how. In J. Thhomas & R. Loring (Eds.), Motivating children and young adults to read . Phoenix, AZ: Oryx Press 3-6.

Thelen, A. (1969). Tutoring by Students. The School Review, 77, 229.

Topping, K.(1989). Peer tutoring and Paired Reading: Combining two powerful techniques. The Reading Teacher, (March), 488-494.

Trovato, ., Bucher, B. (1980). Peer Tutoring with or without Homebased Reinforcement, for Reading Remediation. Journal of Applied Behavioral Analysis, 13, (Spring), 129.

Vygotsky, L.S. (1978). Mind and Society. Cambridge, Mass.: Harvard University.

Wagner, L.(1982). Peer Teaching: Historical Perspectives. Connecticut: Greenwood Press.

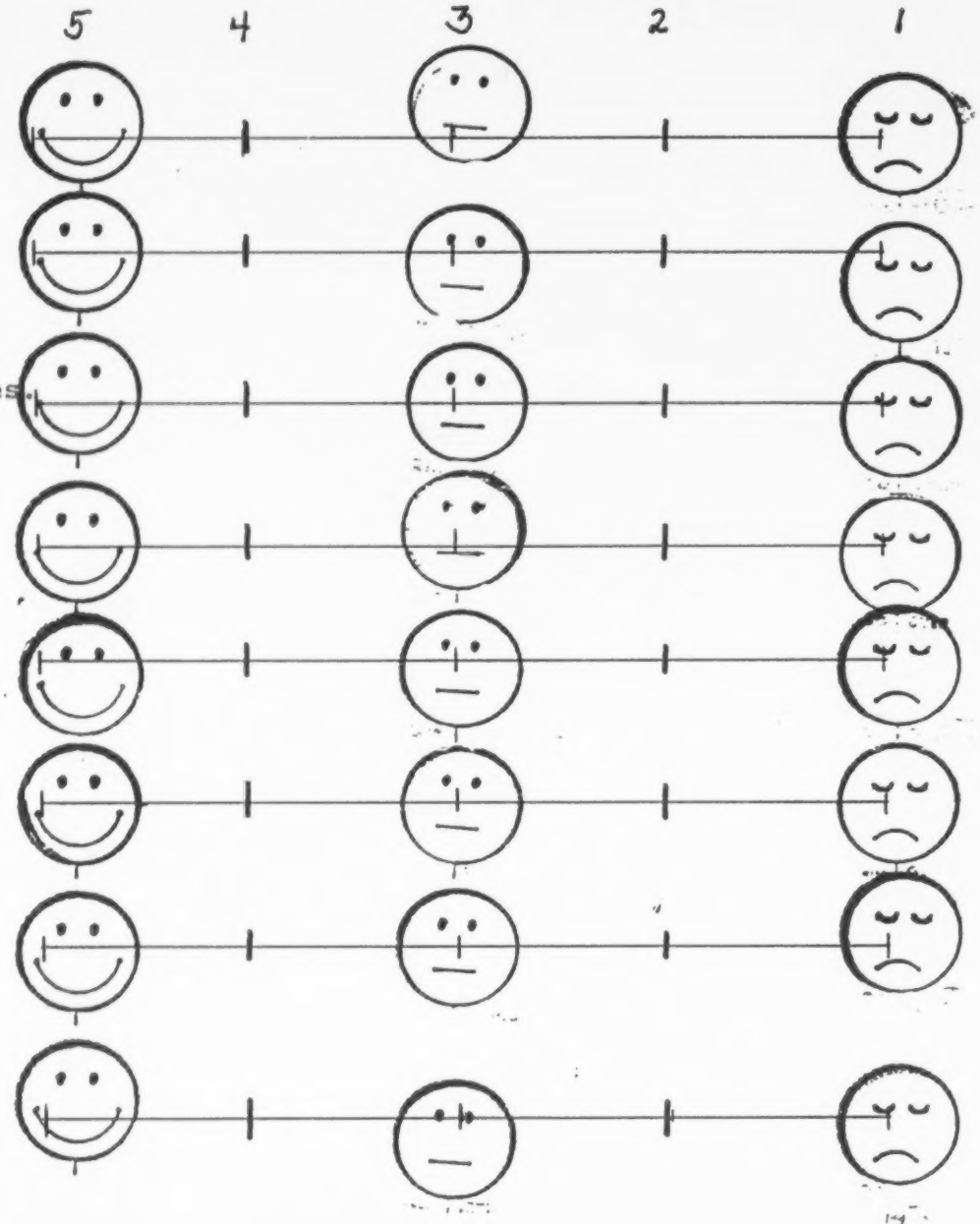
Webb, M. (1987). Peer Helping Relationships in Urban Schools. Eric Digest. New York: (December).

APPENDIX A

STUDENT ATTITUDE SURVEY

ATTITUDE SURVEY FOR STUDENTS

INDICATE YOUR RESPONSE WITH AN "X"



1. I read to my family and friends.
2. On my own, I read stories, plays or poems.
3. When I have free time in school, I prefer reading to other activities.
4. I prefer books I choose myself to the ones the teacher gives.
5. On the whole, I like school.
6. I use reading to help me study and learn new subjects.
7. I think that I am a good reader
8. A student who reads well gets better grades in many subjects than someone who doesn't.

9. I do my school reading assignments as fast as I can.

10. My teacher thinks that I am a good reader.

11. Good readers spend more time reading than poor readers.

12. I like reading in groups.

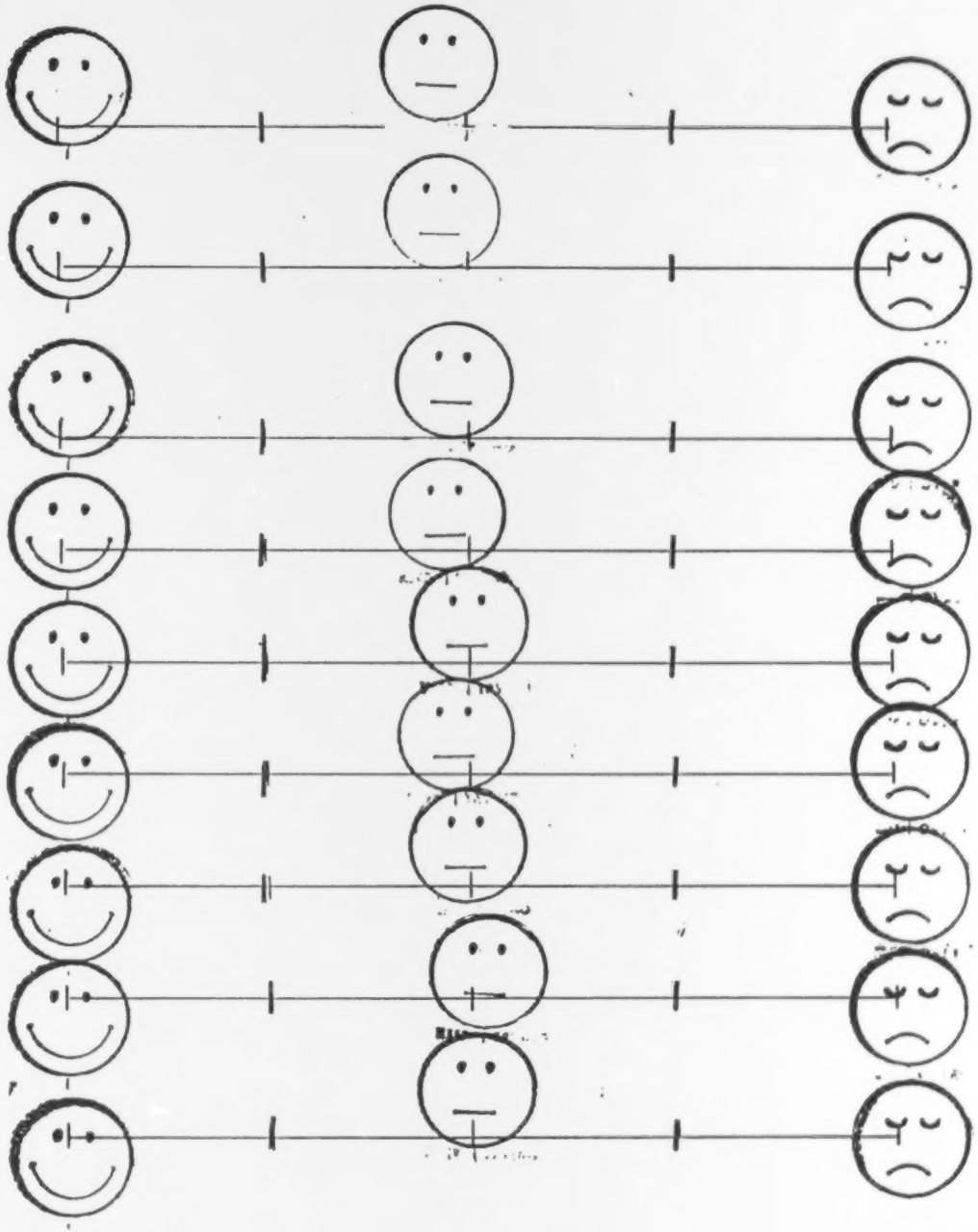
13 I like to read silently.

14. I like to listen to stories.

15. I like to read out loud.

16. I enjoy reading to my family.

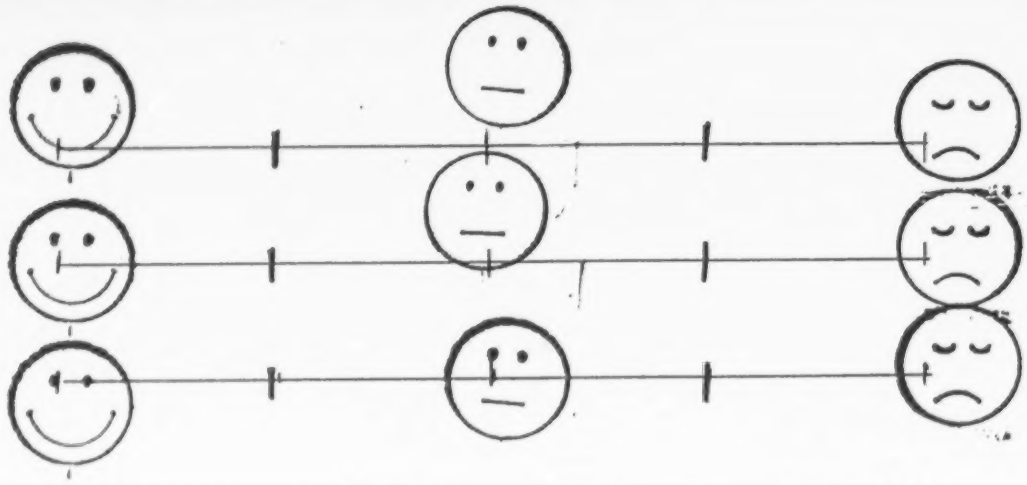
17. Knowing a lot of words makes a good reader.



18. I like to write about stories I read.

19. I would like to be a better reader.

20. Sounding out words makes a good reader.



****

1. What do good readers do when they read, to make them good readers? _____

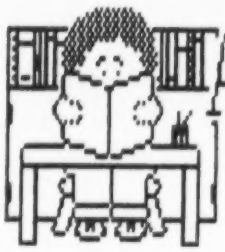
_____

2. Who do you think is a good reader in this class? _____ _____

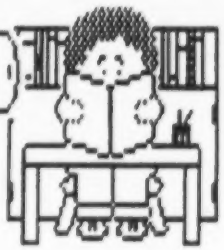
Why? _____

APPENDIX B

ANECDOTAL RECORDS



ANECDOTAL RECORD FOR



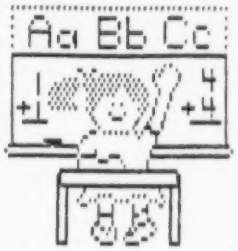
_____

Date	Observations/ Comments

APPENDIX C

STUDENT GENERATED CHECKLIST

To my class partner: _____



From your learning buddy: _____

Date: _____

I was so happy to see you:

_____ Reading in your free time!

_____ Trying to figure out new words using
_____the context
_____prefixes, suffixes, syllables
_____ letters, sounds
_____dictionary

_____ Reading carefully and making sense of the story.

_____ Re-reading and asking me a question if you didn't understand.

I was so happy to hear you:

_____ Reading with expression!

_____ Reading at a nice rate.

I liked your piece of writing because:

_____ It had a good beginning, middle and end.

_____ It was planned carefully.

_____ You were careful with spelling, proofreading and mechanics.

_____ It was a piece that you really wanted to tell.

I could tell that you were a good listener because:

_____ You paid close attention and asked good questions.

_____ You followed directions carefully.

_____ You looked at the person who was talking.

Comments: _____